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ABSTRACT

This report describes and evaluates a five year program to improve the educational opportunities for underprivileged children using instructional efforts that included school community interaction, teacher aides, small group instruction, a variety of instructional aids, and educational consultants. The project is said to place top priority on language arts, especially reading. Information and data used in evaluation utilized both quantitative and qualitative measures such as standardized achievement tests, questionnaires, and interviews. The instructional improvement efforts are said to have resulted in significantly higher achievement of children enrolled in the target schools. Those children enrolled in preschool experiences sponsored by the project also had a higher degree of achievement in elementary school than did comparable children not provided such preschool experiences. Positive influences on teacher attitudes and performance are reported. The overall evaluation is stated to be positive but more systematic efforts to evaluate the impact of the project desirable. (Author/AM)

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AN EVALUATION OF THE NEW ORLEANS EDUCATION IMPROVEMENT PROJECT

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The New Orleans Education Improvement Project: a Ford Foundation Project jointly sponsored by Tulane and Dillard Universities and the Orleans Parish School Board under the auspices of the Southern Association of Colleges and Schools.

ABSTRACT

The report describes the effects of The New Orleans Education Improvement Project (NOEIP), a five-year effort to improve the instructional program in two inner-city elementary schools. The NOEIP was conducted during 1966-1970 and the instructional improvement efforts included school-community interaction, teacher aides, small group instruction, a variety of instructional aids, educational consultants, teacher in-service training, and the like. NOEIP was funded in part by the Ford Foundation.

The information and data used in evaluating the program were obtained from students, teachers, parents, and consultants. Data were gathered with standardized achievement tests and intelligence scales, questionnaires, and interviews.

The evaluation of NOEIP generally indicated that the instructional improvement efforts resulted in significantly higher achievement of children enrolled in the target schools. The children enrolled in NOEIP sponsored pre-school experiences also had a higher degree of achievement in elementary school than did comparable children not provided such pre-school experiences. The evaluation also indicated that NOEIP also had a positive influence on teacher attitude and performance. The overall evaluation of NOEIP was positive but there was some indication that more systematic efforts to evaluate the impact of the project would have been desirable.

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INTRODUCTION

The purpose of this report is to provide a descriptive account and evaluation of the New Orleans Education Improvement Project (NOEIP) conducted in New Orleans, Louisiana from January, 1966 through May, 1970. NOEIP was made possible under the provisions of a Ford Foundation grant of $2,719,500 made in response to a proposal submitted in June, 1965. This report has a three-fold purpose:

1) To provide the Ford Foundation with the necessary information on which to base reports and made appraisals relevant to NOEIP.
2) To supply data which could be utilized in reporting to educators and other interested individuals and agencies.
3) To furnish a record which will be retained by the sponsoring agencies as part of their historical records.

In order to provide a brief historical outline, a chronology of events follows:

12-18-64 A proposal for an Education Improvement Center at New Orleans, Louisiana, was submitted to the Ford Foundation.

6-22-65 A revised proposal for the NOEIP was submitted to the Ford Foundation.

12-15-65 Notification was received from the Ford Foundation of a grant of $2,719,400 to Tulane University for partial support over a five-year period of a program to improve educational opportunities for disadvantaged children. Grant funds were to be used for NOEIP in which Dillard University and the New Orleans Public Schools would also participate.

1-1-66 Planning was started for initiating in-service preparation for teachers in the project schools.

3-3-66 Mrs. Anna B. Henry was appointed as the New Orleans Public Schools Coordinator of NOEIP. Dr. Violet Richards was appointed as the Dillard University Coordinator of NOEIP. Dr. Gaither McConnell was appointed as Acting Director of NOEIP.

4-9-66 Dr. Clyde L. Orr was appointed Director of NOEIP.

6-13-66 Summer Pilot Day Camp Program in the NOEIP schools began.

Summer-66 Two Parent Workshops were conducted.

6-20-66 Dr. Clyde L. Orr resigned from the position of Director of NOEIP.

7-29-66 Summer Pilot Day Camp Program in the NOEIP schools ended.

8-66 Dr. Stanton D. Plattor was appointed director of NOEIP.

8-31-66 Dr. Gaither McConnell, Acting Director, submitted a Report of Activities of NOEIP from December 15, 1965 through August 31, 1966.

9-15-66 A comprehensive standardized testing program was initiated in the NOEIP schools.

Spring-67 The first issue of Extensions, the NOEIP brochure was published.

6-67 Summer in-service training program began.

Summer-67 Five Parent Workshops were conducted.

4-16-67 The first NOEIP conference involving representatives of five educational improvement projects was conducted in New Orleans.

8-31-67 The first Annual Report for 1966-67 was submitted to the Ford Foundation by Stanton D. Plattor, Director of NOEIP.

Summer-68 Summer in-service training program was conducted.

8-16-68 The Second Annual Report (covering the period 9-1-67 to 6-30-68) was submitted by Stanton Plattor, Director of NOEIP, to Mr. Howard Dressner, Secretary, The Ford Foundation.

Summer-69 Summer in-service training program was conducted.

8-69 The Fourth Annual Report was submitted by Anna B. Henry, Director of NOEIP, to the Ford Foundation covering the period 1968-69.

5-31-70 NOEIP's activities ended.

Summer-70 The Fifth Annual Report was submitted by Anna B. Henry, Director of NOEIP, to the Ford Foundation.

Administration of NOEIP

NOEIP was administered by a director who was selected jointly by two responsible NOEIP committees, the Policy Committee and the Committee on Planning and Operations. The Policy Committee was responsible for the general supervision of the project and for the appointment of the Community Relations Advisers and other appropriate committees. The Policy Committee was also responsible for the selection of the staff, for reporting to the foundation, and for the appropriation of funds within the framework of the proposal. The Committee on Planning and Operations oversaw the entire project and recommended policies and reviewed developments in the overall operations of all programs. The Director of the project worked in line with established policies qnd with the advice and sanction of the Committee on Planning and Operations and administered the total project and served as coordinator of the programs. Tulane University acted as fiscal agent for the funds.

BACKGROUND OF NOEIP

The New Orleans Education Improvement Project was authorized by the Ford Foundation on December 15, 1965, and a grant was awarded to Tulane University (as fiscal agent), Dillard University and the Orleans Parish School Board, under the auspices of the Southern Association of Colleges and Schools.

At the time the Proposal was submitted, and at the time it was approved, the purpose of the grant was to improve the educational opportunities for underprivileged children, primarily Negroes. It was decided to concentrate activities in the St. Bernard Housing Project area in the city of New Orleans. The two schools participating in the Project were the Medard H. Nelson and Edward H. Phillips Elementary Schools. These schools were both in the downtown area, bounded by lower-middle to upper-middle class residential areas. Located within one block of one another, the two schools had a total pupil enrollment of almost 2,200 in grades pre-kindergarten through six. Between fifty-five and sixty per cent of the pupils lived in the low rent St. Bernard Housing Project.

The home life of these children was characterized by the following components: (1) the majority of the homes from which the pupils came were matricentric; (2) the majority of these pupils came from homes where the parents were academically unable to assist them in any way with their homework; (3) the average number of children in the family was five; (4) despite the fact that almost two-thirds of the pupils were born and raised in New Orleans or some other large city,

most had not participated significantly in the variety of cultural and other activities a large city offers; (5) a very small percentage of the pupils had had contact with professional and white collar workers except in the school or in connection with welfare or health services; (6) a majority of the children lived in poverty. The median income of all the families was $2,500 per year (at least $500 to $1,000 below the "poverty level"); (7) 44 per cent of the fathers were either unemployed or under-employed; (8) there were few convincing examples of success among the parents or neighbors who lived in the target area. The economic, social, and political aspirations of the community members were not much higher than those of their preceding generation. For all relevant purposes, the children were growing up into a relatively static social world.

Assumptions

There were several basic assumptions which provided direction in accomplishing the purposes of NOEIP. These assumptions, while stated in detail in the proposal and in the Director's Annual Reports, were generally as follows:

1) NOEIP is fundamentally a demonstration and research project rather than a compensatory program.

2) The primary focus of NOEIP is on the improvement of the teaching-learning process within the classroom rather than on the improvement of factors outside the school.

3) The objectives are set forth in terms both of pupil and staff improvement, and cognizance is taken of both groups in planning and evaluating programmatic interventions. Programmatic interventions include in-service and pre-service activities for the staffs of the two schools and instructional interventions for the pupils.

4) Irrespective of ethnic or socio-cultural factors, the pupils in the NOEIP Schools are, from the standpoint of inherent ability to learn, no less capable of academic attainment than any other unselected group of pupils.

5) The NOEIP emphasis is placed on innovative approaches and on education improvement attempts not being implemented elsewhere in the system.

6) Because NOEIP is to serve as an agent of change and is to transmit its findings for implementation throughout the New Orleans Public School System, it is superfluous to continue implementing the instructional interventions selected in the same way for new groups of pupils. It appears, alternatively, more desirable to:

(a) modify or phase out such programs and begin implementing and researching others under appropriate research and demonstration conditions; or

(b) modify the research design governing the interventions so as to obtain different kinds of information regarding their implications for the improvement of the teaching-learning process.

7) Modification of cognitive variables, alone, is not sufficient to create conditions under which appropriate and lasting change can be brought about. Therefore, modification of non-cognitive variables must also be made.

Objectives

The general objectives stemming from both the initial statements regarding the purposes of the project and modifications based upon the first year of project activity and implementation were:

1) To promote the optimum development of each person in the target area by improving the contribution and influence of the school, the family, and the neighborhood. To demonstrate this on a small scale--the primary purpose of the program.

2) To stimulate continuing and increased support by the community for education improvement activities in other areas of the city.

3) To provide a program of education which is adapted to the needs of the children.

4) To provide necessary modification in the organizational patterns within the school as well as new or modified teaching techniques and materials.

5) To select and utilize personnel properly.

6) To use workshop experiences with competent consultants in sociology, anthropology, psychology, social work and other related disciplines to modify the teachers' perceptions of children with limited backgrounds.

7) To provide additional personnel, such as specialists and consultants, to work with teachers.

8) To provide means of improving and increasing the use of instructional material and equipment.

9) To involve parents and the community in the educational program.

10) To increase the involvement of residents, groups, and institutions in an effort to improve the quality of living in the school area.

11) To mobilize, focus and coordinate the essential community services in order to foster a team approach to meeting these needs of individuals in the school area.

12) To significantly increase the achievement level and the general academic potential of the pupils.

13) To establish a more normal distribution of achievement, ability, and other standardized test scores.

14) To establish a "learning curve" more closely approximating the anticipated achievement gain of one year of grade placement per year in school.

15) To derive predictions regarding the effectiveness of various curricular approaches and/or teaching styles used with pupils with varying learning needs.

16) To have the teachers in the NOEIP Schools demonstrate appropriate positive attitudes toward, and increased ability in the use of, a variety of teaching styles and materials designed to provide appropriate learning sequences for groups and individuals.

17) To increase the ability of the teachers to diagnose effectively group and individual learning needs and to design appropriate instructional objectives and sequences for groups and individual learners.

18) To have pupils in the schools demonstrate the ability to take greater responsibility for specifying the objectives for, and the implementation of, their own instructional sequences.

19) To improve teachers' ability to analyze critically their own teaching and that of their colleagues and display increased receptivity toward constructive criticism through appropriate behavioral modifications.

20) To develop interactive attitudes and behaviors of faculty and pupils which are closer to the left-hand variable on each of the dimensions listed below:

Acceptance	Rejection
Security	Insecurity
Flexibility	Rigidity
Independence	Inappropriate conformity
Self-discipline	Imposed discipline
Self-motivation	External motivation
Individualization of instructional objectives	Imposed unrealistic group standards

Features of the Project

In the area of curriculum, NOEIP placed top priority on language arts, especially reading. A variety of methods and materials, which were previously not available to project teachers, were used in the reading and language arts programs.

A specific step-by-step instructional program was designed to generate effective and efficient developmental and remedial instructional sequences. In one school, a non-graded organizational pattern was followed. In the other school, classes were organized on the basis of variables such as scores on the Illinois Test of Psycholinguistic Ability. In both schools activities and methods such as programmed instruction, remedial reading instruction, a linguistic approach to language arts and the snythetic alphabet approach were introduced.

A newly developed curriculum in science -- Science: A Process Approach -- was introduced into the schools' programs. This program focused on having pupils learn generalizable process skills which were behaviorally specific, but which carried the promise of broad transferability across many subject matter areas. In-service sessions for teachers using consultants from several universities contributed to the development of the program.

A modern mathematics text book was introduced into the NOEIP schools. Mathematics consultants from local universities conducted a series of one-day workshops to assist the teachers to develop skills in using the new text. During the summer in-service training essions, full-time mathematics consultants held daily workshops with teachers to help them develop techniques of providing their students with appropriate experiences in mathematics.

The physical education program, called Kinesiology, used

problem-solving tasks as its basis. The students were provided with problems to solve in which apparatus, equipment, and sometimes musical equipment were used. These problems were designed to develop each student's flexibility, endurance, muscular strength, and his problem-solving abilities.

Educational media, such as tape recorders, film strips, and over-head projectors, were used extensively in the two schools, In-service training programs were conducted to increase teachers' skills in the use of educational media. Students were exposed to educational television programming provided by the New Orleans Public School System.

In order to insure the effectiveness of NOEIP, a number of additional personnel with specific responsibilities were employed. Such personnel included a School Counselor, a Reading Consultant, a Speech Consultant, an Educational Media Coordinator, School Coordinators who provided liaison between the universities and the public school system, and a large number of consultants from various disciplines. Each school also had a Curriculum Coordinator, an Instructional Materials Specialist, and a Visiting Teacher.

In-school cultural activities in music and art were provided for pupils. The program was designed to help children to discover, explore, and understand music in their own terms. Rhythm bands were formed and "live" concerts were conducted. Pupils became "painters" and "sculptors", using such varied media as vegetables, string, papier mache, aluminum foil, and other materials. Students were provided with experiences in

which they could express in colored chalk and other media what they "felt".

A children's theater was provided to correlate the allied communications arts. Children were exposed to theater, art, music, and drama. Students produced assembly plays and were introduced to facets of communication such as pantomine, vocal variety, and projection. In these activities the pupil had a chance not only to demonstrate his fantasy world, but to view objectively his past experiences and his present environment.

A number of parent-teacher workshops were held. These workshops were focused on increasing communications between the school and the home. More specifically, the intent was to familiarize parents with the school program, to help parents assist their child in reaching the goals of the school program, to help parents understand what their child was doing, and to establish a closer relationship among parents, children, and teachers.

The NOEIP Community Affairs sponsored a variety of programs and activities aimed at involving parents and the community in the educational program. These programs included such things as the Community Information Office, the NOEIP Dad's Club, parent workshops, parent-child field trips, plus a variety of school-community cultural, social, athletic, and academic activities.

A number of tests were administered to the children enrolled in the participating schools. The testing was conducted in order to determine the students' rate and scope of mental development, to identify children with learning difficulties, to assess readiness for learning, to detect specific reading needs and problems, and to provide data for research, program evaluation, and curriculum planning.

Research was planned to obtain data which could be used in testing several hypotheses. These hypotheses were, in general, concerned with the level of academic achievement, with evaluating the effectiveness of NOEIP, and with assessing changes in teachers' and students' attitudes toward each other. A variety of standardized measures of achievement and attitudes were administered. The analysis of the data was provided to interested persons and agencies via the 1966-67 Director's Annual Report and through other 1968 publications.

As part of its information dissemination process NOEIP conducted several conferences which were attended by educators from all geographic areas of the United States. The purposes and the activities of NOEIP were delineated at these conferences. Information was also disseminated through "Extensions" -- a quarterly journal, the "NOEIP Newsletter"-- a quarterly informal report, and "Annual Director's Reports", plus a variety of periodically published brochures, pamphlets, and newspaper and magazine articles.

EVALUATION

In an attempt to evaluate the effectiveness of NOEIP several kinds of information were obtained. This information generally consisted of achievement test results, teachers' opinions of NOEIP by means of a questionnaire, qualitative statements from evaluation teams in the two participating schools, and other narrative reports submitted by individuals and groups which were intimately involved with the conduct of NOEIP. While the information obtained was generally qualitative rather than quantitative, it appeared to be sufficiently objective in nature to be used in drawing conclusions about the effectiveness of NOEIP.

Teachers' Opinions

By means of a questionnaire the teachers' opinions of NOEIP were obtained. The teachers were asked to respond to a number of statements which were concerned with the aims and objectives of the project. For each objective teachers were instructed to rate NOEIP's effectiveness as either "Total Success", "Above Average", "No Change", "Below Average", or "Total Failure". The teachers' responses to the statements of objectives are shown in Table 1.

Table 1

Percentage of Teachers Indicating the Degree to Which They Believed the Aims and Objectives of N.O.E.I.P. Had Been Met (n=64)

Aim or Objective	Total Success %	Above Average %	No Change %	Below Average %	Total Failure %
General Objectives					
Disseminate principles and techniques for heightening the aspirational, inspirational and achievement levels.....	20	77	3	0	0
Assist teachers in planning, implementing, and evaluating new instructional approaches and methods through in-service training activities.....	24	66	9	1	0
Provide opportunities for teachers to diagnose group and individual learning needs and to design appropriate instructions.....	16	67	9	8	0
Encourage teachers to show increased ability in analyzing critically their own teaching and that of their colleagues and to develop receptivity toward constructive criticism through appropriate behavioral modifications.....	16	67	14	3	0
Provide opportunities for involvement and participation in recognized professional and academic organizations, nationally and internationally, for intellectual and cultural enrichment.....	46	44	9	1	0

Curricular Objectives					
Evaluate the effectiveness of various curricular approaches and styles of teaching when used with pupils of varying needs.....	23	70	6	1	0
Encourage teacher creativity and experimentation,.	42	52	6	0	0
Demonstrate that, with curricular modifications provided by the NOEIP, disadvantaged children can achieve nearer their potential.....	22	73	5	0	0
Provide flexible plans of instruction to meet the individual needs of pupils.....	30	66	3	1	0
Incorporate into the curriculum, experimental innovations designed to enrich the teaching-learning process.....	34	63	3	0	0
Pupil Objectives					
Develop efficiency in communicative and quantitative skills.....	16	73	11	0	0
Strive toward a more positive self-image.....	17	67	16	0	0
Become aware of the differences among individuals.	23	64	13	0	0
Increase the desire for learning.....	18	69	13	0	0
Raise the level of academic performance.....	1	88	11	0	0
Develop the capacity to learn.....	51	41	8	0	0

(Table continued on next page)

Table 1 - - Continued

Aim or Objective	Total Success %	Above Average %	No Change %	Below Average %	Total Failure %
Teacher Objectives					
Stimulate and motivate the child's desire for learning.....	33	64	3	0	0
Create an environment conducive to effective learning.....	24	70	6	0	0
An understanding of pupils' needs and characteristics and planning for their ultimate development through classroom and other activities.....	22	69	9	0	0
The attainment of proficiency in a variety of approaches methods, materials and styles of learning.....	21	70	8	1	0
Provide means for raising the achievement level in all areas, and increase the general academic potential of pupils.....	19	75	5	1	0
Establish a relationship between the school and the home to develop the emotional climate intended to contribute to the teaching-learning process.....	20	56	23	0	1
Provide an atmosphere in which the child will feel free to communicate.....	37	56	6	1	0
Develop the ability to objectively analyze self-performance.....	23	66	11	0	0

Community Objectives					
Community understanding of the goals, philosophy, methods and problems of the school.....	5	56	39	0	0
Establish a closer relationship with the school....	11	56	30	3	0
Use of community resources in the instructional program.....	19	50	23	8	0
Give leadership to constructive community projects.	13	53	25	8	1
Expand and diffuse leadership throughout the community.....	5	61	28	6	0
Develop a school program which is genuinely life-centered.....	12	67	16	5	0

The data in Table 1 show that the teachers were in overall agreement that NOEIP had been quite successful in meeting the objectives which were listed on the questionnaire. The data suggest that NOEIP had met teacher, pupil, curricular, and the general objectives equally well. At least 75% of the respondents indicated that NOEIP was either "Above Average" or a "Total Success" in meeting those objectives. It appears that the teachers felt that NOEIP had been especially effective in meeting objectives such as, 1) providing opportunities for involvement and participation in recognized professional and academic organizations, nationally and internationally, for intellectual and cultural enrichment, 2) encouraging teacher creativity and experimentation, 3) developing each pupil's capacity to learn, and 4) providing an atmosphere in which the child will feel free to communicate.

The teachers indicated that NOEIP had been relatively less successful in meeting general, pupil, and teacher objectives such as, 1) encouraging teachers to show increased ability in analyzing critically their own teaching and that of their colleagues and to develop receptivity toward constructive criticism through appropriate behavioral modifications, 2) helping pupils to strive toward a more positive self-image, and 3) establishing a relationship between the school and the home to develop the emotional climate intended to contribute to the teaching-learning process.

The data in Table 1 also show that the teachers believed that NOEIP had been least effective in meeting its community objectives. Approximately one third of the teachers rated the degree to which NOEIP had met its community objectives as either "No Change" or "Below Average". However, analysis of the data in Table 1 strongly suggest that the teachers viewed NOEIP as an effective program.

An examination of the teachers' statements which were made in response to open-ended questions revealed that they tended to believe that NOEIP had been instrumental in initiating new teaching materials and techniques, increasing the academic performance of pupils, providing opportunities for pupils with special learning needs, providing consultants, and providing freedom for individuals to teach in creative and experimental ways. However, the teachers saw in the program weaknesses such as, too few special classes for special students, inadequate research effort, limited amount of school-community communication, and less than adequate cooperation from the administrators of the Orleans Parish school system. Representative responses of the teachers to the five open-ended questions are shown in Appendix A.

Parents' Attitudes Toward the Project

A great deal of effort was made by the schools and by the Education Improvement Project staff to involve parents in the educational process and to help them cope with their own job as parents in a more effective way. A number of

programs were initiated during the period in which E.I.P. was in operation such as the Dad's Club, the Parent's Club, workshops, panel discussions of various parent-child problems, etc. Some effort to evaluate the effectiveness of this aspect of the program would seem to be in order.

Ideally, this evaluation would have taken two forms. First of all, it would have been most helpful if attendance records could have been kept and some indication of the percentage of parents reached and participating made available. This could have served as the foundation for a study comparing differences in children's performance whose parents became participators in the school's programs and those whose parents chose not to participate. A second type of study might have extended beyond the parents affected by the project comparing the attitudes of the parents with children in the E.I.P. schools with the attitudes of parents of similar socio-economic backgrounds whose children attended other public schools and with the attitudes of typical middle class children in public schools. A combination of these two approaches would have given somedefinitive data from which conclusions could be drawn as to the effectiveness of these programs in changing parental attitudes. Unfortunately, this type of evaluation could not be made. However, a random sample of 219 family units was selected to be interviewed. Of these 219, only 124 families were interviewed. The remaining 85 families could not be interviewed since they had

either moved or had given incorrect addresses to school officials.

In general, the parents expressed very favorable attitudes toward the various programs of the schools with which they were familiar. However, their inability to specify the programs in which their children participated and the vagueness with which they answered questions about various aspects of the program would seem to indicate a lack of direct involvement with the school's programs and knowledge of the project. Indeed, many parents seemed unaware that anything special had been going on in the schools involved.

As can be seen by Table 2 the parents report that their children generally had favorable attitudes toward school

Table 2

CHILD'S GENERAL ATTITUDE TOWARD SCHOOL

		NELSON	PHILLIPS
Question:	Has child become more interested in school?		
	Yes	88%	79%
	No	3%	6%
	Not sure	8%	14%
Question:	Has child become more eager to go to school?		
	Yes	90%	81%
	No	7%	9%
	Not sure	3%	9%

attendance. Moreover, the parents report that their children participated in a variety of Project activities as can be seen by Table 3.

Table 3

PARENT'S REPORT OF CHILDREN PARTICIPATING IN SPECIFIC PROGRAM EXPERIENCES

	NELSON			PHILLIPS		
	YES	NO	UNKNOWN	YES	NO	UNKNOWN
Summer Program	56.7%	43.3%	---	59.3%	39.1%	1.6%
Field Trips	85%	15%	---	67%	30%	3.2%
Pre-Kindergarten	50%	50%	---	47%	52%	---
Counseling	33%	67%	---	34%	63%	3.2%

In discussing specific aspects of the school program the parents seemed most impressed by the reading programs. When asked if their children had talked about anything pertaining to their school experiences thirty-nine percent (39%) of the parents at Nelson and thirty-five percent (35%) of the parents at Phillips mentioned some aspect of the langugage arts programs. Other programs mentioned included mathematics, physical education and sports activities, arts and crafts, and social studies. At both Nelson and Phillips Schools thirty-three percent (33%) of the parents reported that their children had received help by testing, conferences or counseling. In seventy-five percent (75%) of the cases the parents reported that they felt that this counseling was of help and that their child profited from the contacts.

In general, the parental responses indicated that they felt positive toward the school and that they felt that their children were profiting from their experiences. It is difficult to know whether this group of parents was more positive than most parents in similar circumstances. Certainly the interviewers did not uncover large amounts of negative feelings on the part of the parents in relationship to the Education Improvement Project schools.

Participation by parents in this sample in the activities of the school was moderate. Of the Nelson parents interviewed, forty-three percent (43%) indicated that they had participated in or attended Parent's Club meetings and forty-four percent (44%) of the Phillips parents indicated such participation. Of those interviewed seventy percent (70%) indicated that they felt the programs were effective and helpful. A somewhat larger number of parents indicated that they had attended programs offered to the parents by the schools (50% of both the Nelson and Phillips parents). The parents at the Nelson school tended to be more positive in their evaluation of the programs offered with fifty-seven (57%) of those who had participated indicating they found the programs helpful while forty-two percent (42%) of the Phillips parents indicated they found the programs helpful. The parents who did not respond positively did not indicate any specific reason for their response but seemed to be unsure of exactly what had been the purpose or direction of the programs they had attended. They indicated that they simply

didn't know if the programs had been helpful or not.

It would appear from the results of the interview data obtained that the parents of children attending both Nelson and Phillips Schools viewed their children's experiences in a positive way. They offered few criticisms of the schools or the programs and when responding to specific aspects of the program indicated that they felt the programs had been helpful.

One question does arise in evaluating this data. One gets the feeling that these parents are relatively uncritical of the school program and one cannot help but wonder if the generally positive responses of the parents may not mask general unconcern with the educational progress of their children. There is no way to know whether the parent's positive response reflects satisfaction or apathy. Many times it is the most informed and concerned parent who is also the most critical of various aspects of a school's program and uniformly positive comments make one suspicious that they are a product of lack of concern or lack of awareness of the program.

Evaluation Team Reports

As part of the overall effort to arrive at an evaluation of NOEIP, the project director requested that the principals of the two participating schools submit statements concerning the effectiveness of NOEIP. The statements made by the two principals were generally laudatory

in both tone and content. It should be noted that the statements were prepared by the principals with the help of an evaluation committee in each of the schools.

The statement submitted by the principal of the Edward H. Phillips Elementary School strongly suggested that NOEIP had been of invaluable assistance. In the first paragraph of their report, the committee stated, "It was the unanimous agreement of everyone of the Phillips Team that the Education Improvement Project of 1966-1970 was one of the greatest happenings that could have occurred to a community and its school." The report indicated that, as a result of NOEIP, the school personnel had been effective in increasing the number of cultural activities provided for the students, in improving parental and community involvement, and in developing an effective language arts program.

The report from the Phillips School also reported data resulting from research conducted on the impact of the language arts program. The conclusions drawn from the data suggested that the language arts program had been quite successful. Some of the conclusions presented were: "Besides having more improvement in the achievement of all pupils, especially those who had been with the program consistently; there was stabilization of much of the regression trend at the immediate level." Also reported in the document were data which showed that students who were provided with the newly developed language arts experiences scored

significantly higher on the vocabulary and reading comprehension subscales of the California Reading Test than did the control group. The conclusions offered were: "These findings were significant at the .05 and .01 levels. The success of this experiment encouraged the principal to replicate it in several classes as teaching personnel and materials would determine."

The evaluation team spoke very positively about the science program in the school. They concluded, "This science-discovery approach . . . has expanded pupils' awareness in the skill processes such as observing, recognizing, number relations, measuring, using space/time relations, clarifying, inferring, communicating, and predicting."

The teachers indicated that considerable benefit had been derived from the testing program sponsored by NOEIP. Among the comments made about the testing program were statements such as, "The biggest task believed by teachers was grouping pupils according to needs indicated by tests;" "The total psychological effect of the use of a variety of tests has enabled teachers to work with their pupils with a greater acceptance, and with deeper understandings of the pupil's potentials;" "With these new perceptions of minorities who suffer many ills from the present low social-economic level, teachers are more conscious of their pupils' cognitive styles of learning, and thus are developing their strategies for meeting the needs of their pupils."

The report also spoke of a variety of programs and experiences that were made possible by NOEIP. With reference to the kinesiology program, the evaluating team stated, "The development of this program has eliminated what we once called 'discipline problems'." The reading consultant was described as the right arm of the classroom teacher who had pupils whose reading difficulties . . . could not be met within the regular time schedule." The report stated, "The work of the visiting teachers during the first three years did include working with parents . . . rewarding workshops were held. . . These conferences enabled the parents to ask questions regarding many aspects of the school life . . . We observed that these experiences increased the understanding of the pupils and the parents of their school." Teachers' aides were described as, "assistants to teachers, relieving them of most of their clerical and mechanical tasks that accompany daily good teaching . . . The encouraging results in our primary classes would not have been possible without them."

The evaluation of NOEIP, prepared by the staff of the Medard H. Nelson School, indicated that considerable experimentation had gone on in an attempt to establish an effective language arts program. They experimented with techniques and materials such as the Initial Teaching Alphabet, the Open Court Foundation Program, the SRA Lift-Off to Reading, the Webster-McGraw Hill Programmed Reading

materials, the Behavioral Research Laboratory materials, the Lippincott and Lyons and Carnahan Series, the Scott-Foresman Multi-Ethnic Series, and the Roberts English Series. The conclusions drawn by the staff suggested that some of these materials were more suitable for slow learners, some were more suitable for grades five and six, and some were suitable for use only as supplementary materials.

The staff stated, "Evidence of our pupils' gain in Social Studies Skills is particularly noticeable at this time. . . The broad exposure to audio-visual materials allowed the children to discover facts and gain information through a variety of approaches." In commenting about the standardized testing program, the evaluation team stated, "The series of tests . . . provided comprehensive measurement of the functional capacities that are basic to learning, problem solving and responding to new situations; served as a valid appraisal of the extent to which pupils were progressing toward attainment of desirable educational goals; identified children with visual, auditory or motor coordination difficulties; and provided the teachers with objectives for assessing the levels of individual abilities."

The evaluating team of Nelson School also stated, "In addition to the instructional program, many other activites and projects were vital parts of the program. Stronger ties were developed between the home and the school through Parent-Teacher Workshop Conferences and parental involvement

in various ways. There was also cooperative action with the community. The school, home, and community worked together to develop ways of communicating which enabled them to understand each other and be consistent in guiding the learning and growth of children." The team went on to say, "The wealth of instructional materials, the needed personnel with specific responsiblities, the innovations, interventions, intensification of the curriculum, and opportunities to help keep teachers, parents, and community abreast of new developments in education proved to be very effective in meeting individual needs, as well as developing the various interests and capabilities of our pupils here at Nelson School."

In general, the statements submitted by the evaluation teams from the two participating schools strongly suggested that NOEIP had been effective in a variety of ways. More specifically, it appeared that effective language arts programs were developed which produced significant gains in reading and comprehension skills and that the availability of support personnel such as test administrators, curriculum coordinators, audio-visual coordinators, reading consulatants, visiting reachers, and teachers-aides made it possible for the instructional staff to design and provide effective learning experiences for students. Further, the program seemed to be successful in increasing community involvement in the educational program.

School Attendance

In order to determine whether NOEIP had an impact upon school attendance, the average daily attendance ratio were obtained for 1966-67 through 1969-70 for the two participating schools and for two similar schools. These data are reported in Table 4.

Table 4

Average Daily Attendance of Pupils in Four Selected Schools in New Orleans - 1966-1970

School	Academic Year			
	1966-67 ADA %	1967-68 ADA %	1968-69 ADA %	1969-70 ADA %
H. H. Dunn	88.2	86.8	83.6	82.6
H.S. Edwards	90.8	89.4	90.5	88.0
M. H. Nelson	89.6	88.3	89.0	89.1
E. H. Phillips	89.0	85.7	87.5	86.6

The data shown in Table 4 indicate that there was a slight decrease in attendance over the four-year period for all four schools. Since the decrease appears to be similar for the schools, it suggest that NOEIP had little, if any, impact upon school attendance.

Ability and Achievement Test Results

The NOEIP testing program was designed to assess several areas of pupil abilities. Several instruments, including the California Test of Mental Maturity (CTMM), were used in measuring scholastic aptitude. The CTMM is designed to determine the rate and scope of mental development. While the data obtained through use of the CTMM are reported in detail in the NOEIP Director's annual reports, the exhibits shown on the following pages are representative of the information found in those reports. Exhibits 1-3 and Table 5 show mean IQ scores for first, third, and fifth grade students who were tested in the fall of 1966 and in the spring of 1967.

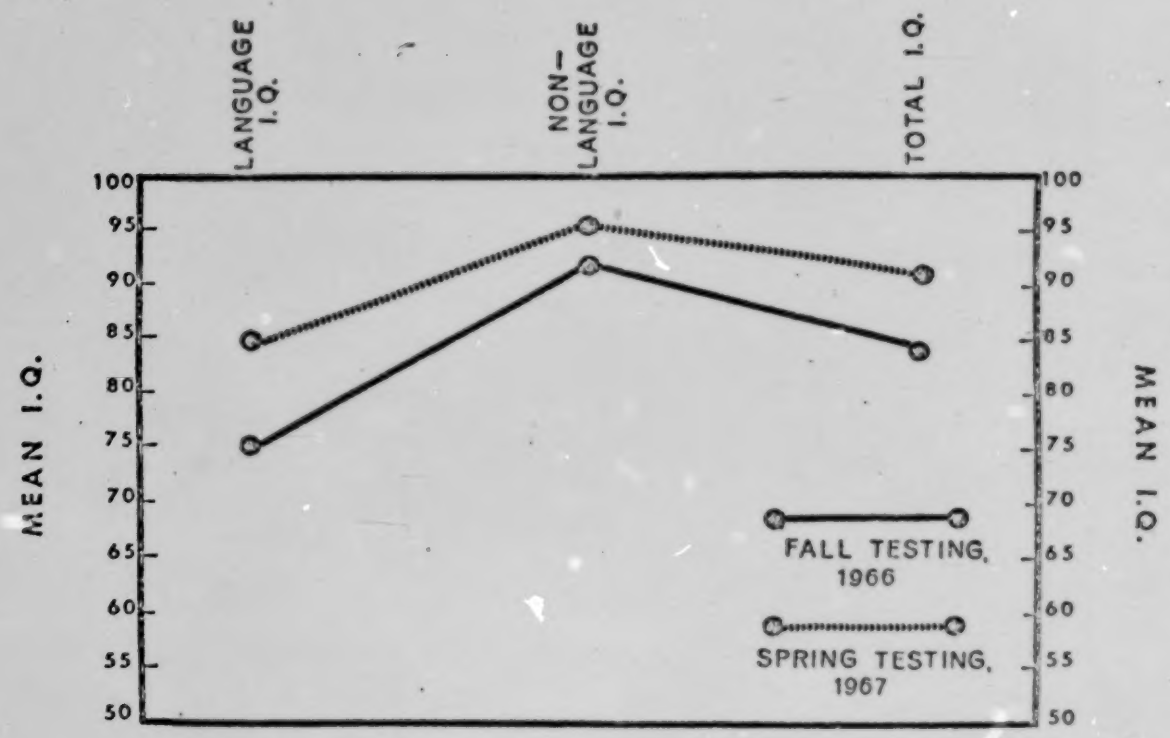


EXHIBIT 1. A COMPARISON OF FALL AND SPRING CTMM I.Q. MEANS FOR FIRST GRADE CLASSES.

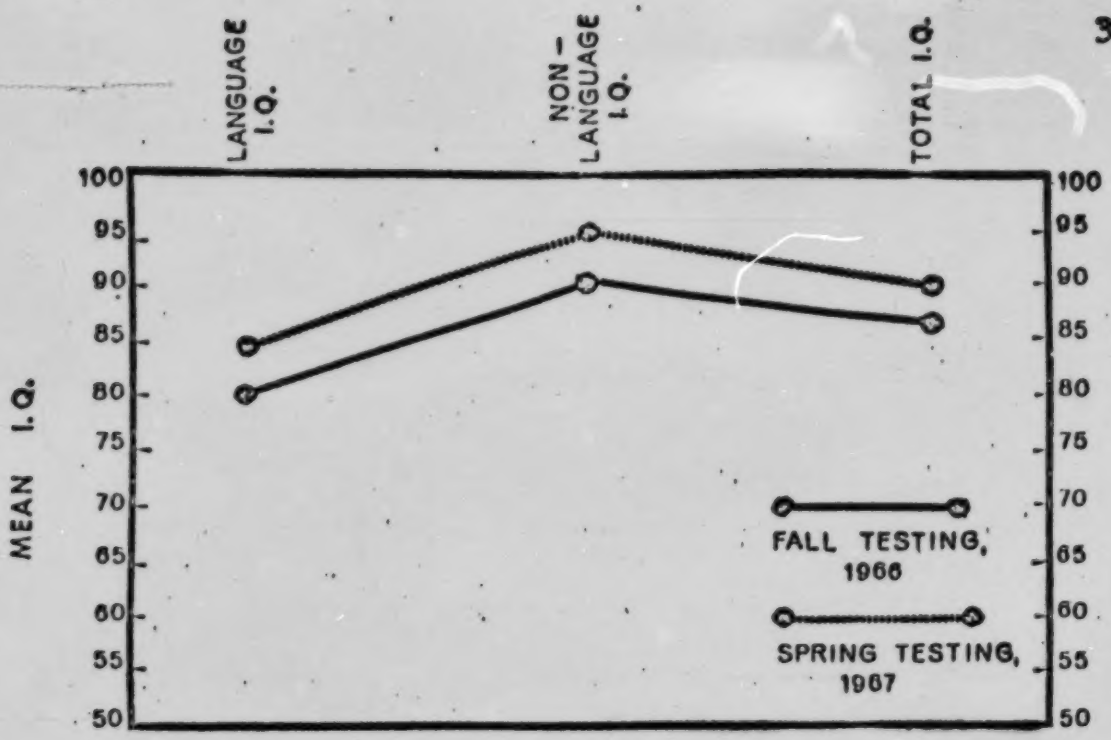


EXHIBIT 2. A COMPARISON OF FALL AND SPRING CTMM I.Q. MEANS FOR THIRD GRADE CLASSES.

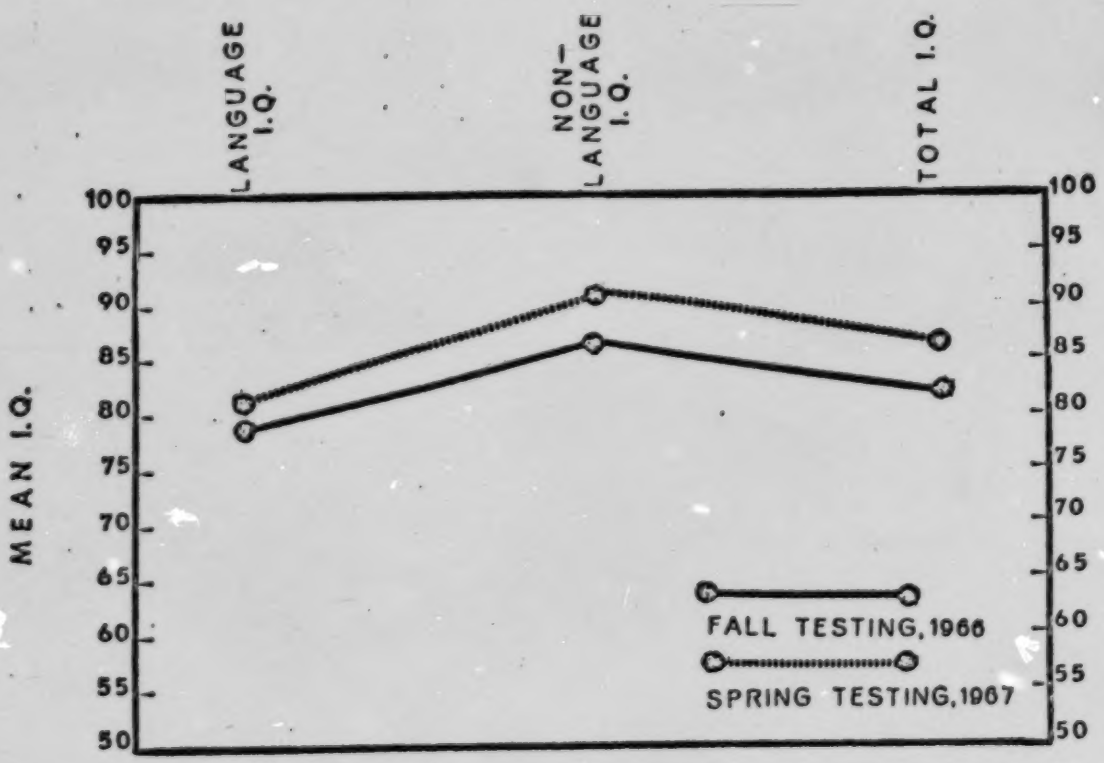


EXHIBIT 3. A COMPARISON OF FALL AND SPRING CTMM I.Q. MEANS FOR FIFTH GRADE CLASSES.

Table 5

Significance Ratios for Pre-and Post-Test Differences for First Grade CTMM I.Q.'s

	N	Pre-Test Mean	Post-Test Mean	t	Significance Level
Language I.Q.	311	74.54	85.49	44.72	.001
Non-Language I.Q.	316	92.15	94.77	5.14	.001
Total I.Q.	305	84.36	91.49	17.29	.001

Significance Ratios for Pre-and Post-Test Differences for Third Grade CTMM I.Q.'s

	N	Pre-Test Mean	Post-Test Mean	t	Significance Level
Language I.Q.	206	79.98	83.67	7.53	.001
Non Language I.Q.	207	91.20	93.64	5.45	.001
Total I.Q.	205	85.99	89.15	7.07	.001

Significance Ratios for Pre-and Post-Test Differences for Fifth Grade CTMM I.Q.'s

	N	Pre-Test Mean	Post-Test Mean	t	Significance Level
Language I. Q.	262	78.82	80.90	1.54	.05
Non-Language I.Q.	252	87.14	90.71	4.30	.001
Total I.Q.	250	82.20	86.02	7.64	.001

The data in Exhibits 1-3 and Table 5 show that the gains in language, non-language, and total IQ scores are statistically significant for the students in the three grades. The most significant aspect of these data is seen in the tremendous gain made by first grade pupils in language development. As the NOEIP Director reported, this gain may be attributed to dual causes in that "During the first year of the Project various interventions were focused on first grade classes (and that) first grade pupils are more amenable to change and progress since, at this level, it is easier to over-ride inadequate background information and lack of basic skills."

Exhibits 4 and 5 show Lee-Clark Reading Readiness (LCRR) and Metropolitan Achievement Test (MAT) test scores made by various kindergarten classes during the fall of 1966. These data were originally reported in the Director's Annual Report for 1966-67.

EXHIBIT 4

Histogram of Lee-Clark Total Raw Scores
For Kindergarten Classes. (Fall Testing, 1966)

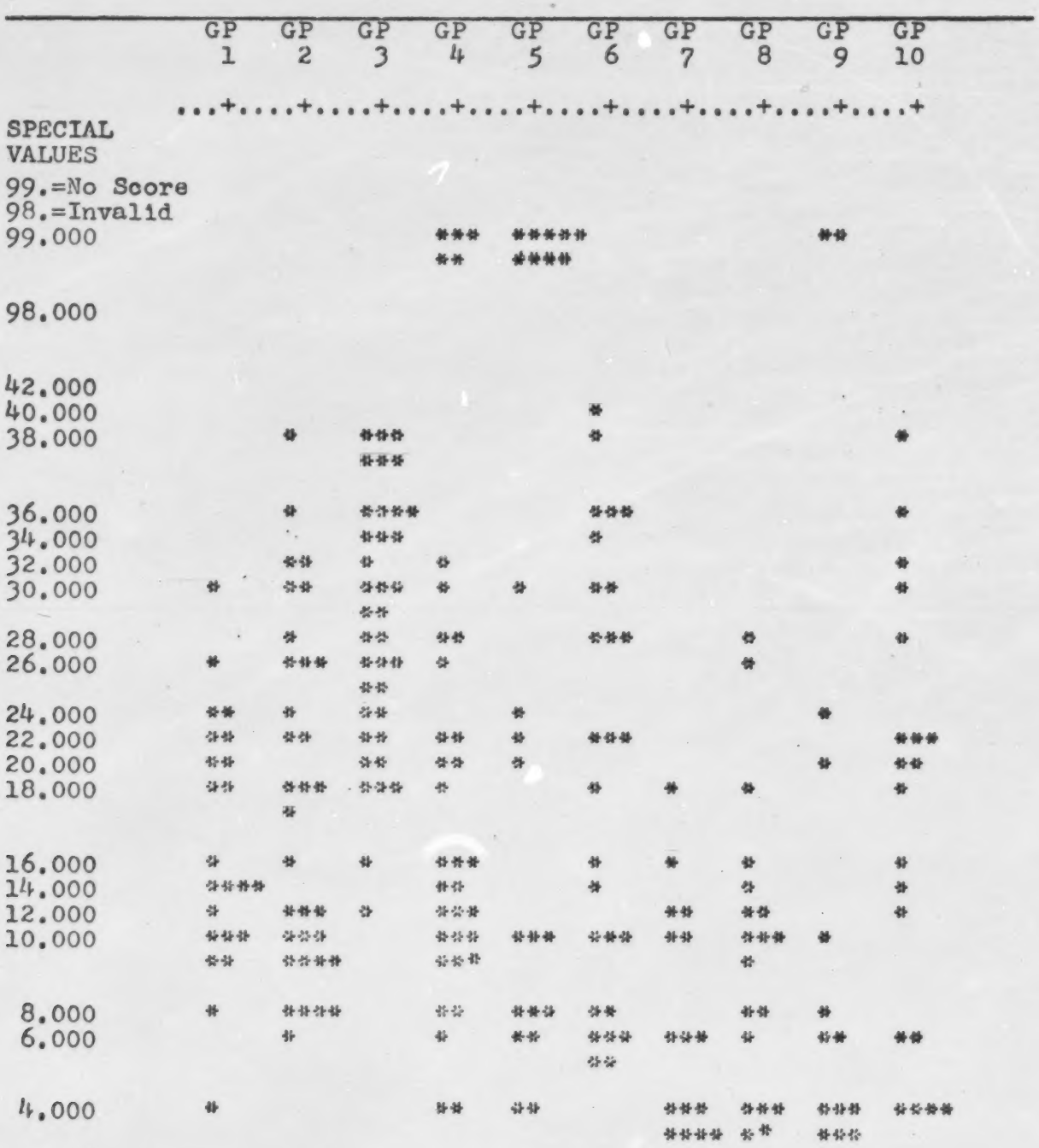
	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
SPECIAL VALUES						
99. = No Score						
98. = Invalid						
99.000	***	*****	**	**	*	*****
98.000						
Tabulations and Computations Which Follow Exclude Special Values Interval						
62.000						
58.000	*					
54.000					*	
50.000				*	**	
46.000	*			**	**	*
42.000			*	**	***	
38.000	*	***	*	***	*	*
34.000	**	*	***	**	***	*
30.000	**	*	*****			**
26.000	***	*	*	***	***	
22.000	******	***	*****	****	**	*******
18.000	***	****	******	*	***	*****
14.000		****	**		*	****
10.000	****	**	*	***		*****
6.000		**		*	*	****
2.000					*	***
MEAN	26.000	22.095	25.846	30.182	32.522	19.030
S DEV	11.402	10.421	8.403	12.846	14.270	10.519
N	24.	21.	26.	22.	23.	33.

All Groups Combined (Special Values Excluded)

MEAN	25.5034
S DEV	12.0985
MAXIMUM	58.0000
MINIMUM	3.0000

EXHIBIT 5

Histogram of Metropolitan Spelling Raw Scores
For Fourth Grade Classes (Fall Testing, 1966)



(Continued)

EXHIBIT 5
(Continued)

	GP 1	GP 2	GP 3	GP 4	GP 5	GP 6	GP 7	GP 8	GP 9	GP 10
2.000				*	***	*	***	**	**	***
					*		****			
0.000				**	***	**	***		***	**
					***		**		***	
									***	
-2.000										
MEAN	16.609	18.758	28.973	14.688	7.833	19.00	5.464	10.571	4.783	15.120
S DEV	6.913	9.394	7.426	8.600	8.437	12.779	4,803	7.054	6.274	12.067
N	23.	33.	37.	32.	24.	30.	28.	21,	23.	25.

All groups combined (Special values exluded)

MEAN	15.0870
S DEV	11.3342
MAXIMUM	40.0000
MINIMUM	0.0000

Exhibit 4 suggests wide variability in readiness levels. However, the total group mean of 25.5 is equivalent to a grade level of .1 which is approximately one month lower than the normative group mean.

Exhibit 5 shows an example of analyses which have been made in various subject matter areas. The data indicate that the spelling abilities of the different groups ranged from a grade equivalent mean of 2.4 to a mean of 4.8.

NOEIP found data, such as those reported in Exhibits 4 and 5, to be invaluable in diagnosing pupil abilities and in designing educational experiences for groups of students with differing abilities. The NOEIP personnel were in agreement that such descriptive data were instrumental in designing experiences which made provisions for individual differences.

A report concerning the assessment of the reading progress made by first grade pupils during 1967-68 was submitted to the Director of NOEIP. This assessment is representative of evaluation techniques employed during the conduct of NOEIP. Table 6 shows MAT subtest scores of students enrolled in traditional and NOEIP-sponsored "experimental" reading classes.

Table 6

MAT Grade Equivalent Mean Subtest Scores of First Grade Pupils Enrolled in Traditional and NOEIP-Sponsored Experimental Reading Classes

	Group[a]	
	Experimental	Traditional
Subtest	M	M
Word Knowledge	1.6	1.6
Word Discrimination	1.6	1.5
Reading	1.6	1.6

[a] The experimental group was exposed to NOEIP-sponsored "special" reading experiences for one-half of the school year while the traditional group was exposed to "common" experiences for an entire year.

The grade equivalent means in Table 6 show that the mean scores earned by the group exposed to the traditional reading experiences for an entire school year were very similar to the mean scores earned by pupils who had been exposed to NOEIP-sponsored reading experiences for only one-half year. The data suggest the children in the special reading programs made as much progress in reading during half a school year as those in the traditional program made during an entire school year.

During 1968 a comparison of NOEIP means with normative group means on the MAT was submitted to the project Director. One page - considered to be representative of the entire report - is presented in its original form on the following page.

A COMPARISON OF STANDARD DEVIATION AND MEANS OF NOEIP AND NORMATIVE DATA ON THE METROPOLITAN ACHIEVEMENT TEST

Of the many pre-test variables administered to beginning first grade children within the NOEIP, the Metropolitan Readiness predicted reading most significantly. This was discussed in another section of this research report. This is an attempt to compare entering first grade children of the NOEIP with published norms for each of the Metropolitan Readiness subtest.
Table_____ presents a summary of the data.

METROPOLITAN READINESS SUBTEST ANALYSIS

	NOEIP CHILDREN		PUBLISHED NORMS	
	Mean	S.D.	Mean	S.D.
Word Meaning	7.34	1.07	8.67	1.7
Listening	9.00	1.06	8.89	1.3
Matching	8.86	1.08	7.50	1.9
Alphabet	9.73	1.12	9.39	1.9
Numbers	11.09	1.09	12.02	2.3
Copying	7.61	1.12	6.81	1.8
TOTAL	59.19	10.83	53.28	7.5

The two groups appear to be markedly the same in statistical description. Only minor differences in mean scores and standard deviations for each subtest are present. The total score places both groups within the 5th stanine, but the NOEIP children fall, as a group, at the extreme upper limit of the 5th stanine. This is true for the May 1968 results. The NOEIP beginning first grade children are now scoring up to national norms as published by the Metropolitan Readiness Test. Also, the variability or standard deviation of each subtest approximate those published. This must be attributed to the project's success.

Table__presents an intercorrelation matrix of each of the Metropolitan Readiness subtests. The top correlation coefficients are from the published Meanual and the lower coefficients represent those from the NOEIP. The two are essentially the same.

One of the major stated goals of the NOEIP was to bring the achievement level of project children up to national norms and to attempt to obtain essentially the same dispersion of abilities. It would appear that this has been accomplished with beginning first grade children.

Professor John L. Carter, who was engaged by NOEIP for the purpose of assessing some of the early results of NOEIP, analyzed CTMM and MAT scores of NOEIP students at all grade levels. In his analysis[1] which was presented to the Director of NOEIP, he pointed out that the achievement of the students had been "remarkably enhanced" by NOEIP. He also stated:

> In summary, a terse look at the early results of the NOEIP indicates marked success. The children, as a direct result of the project, have had their intellectual abilities remarkably enhanced, rather than being faced with the downward trend typically found in disadvantaged childrn. And, the many enrichment programs resulted in a substantial increase in academic achievement, even for upper elementary children.

It appears, from the samples of the research presented in this section of the report, that NOEIP was effective in producing significant gains in the areas of academic achievement and in the ability to function more effectively in the school environment. It should be noted that the evaluations made to-date have been based on achievement and ability data which were obtained during the early years of the project. Although the NOEIP personnel were unable to treat and analyze subsequent test results due to lack of time and funds, it seems reasonable to believe that the evident effectiveness of NOEIP in its earlier years is representative of the entire project.

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[1]John L. Carter, "Some Immediate Results of the New Orleans Education Improvement Project" (New Orlans; NOEIP, May, 1969), p. 2.

Pre-Kindergarten Program

As part of the over-all effort to assess the impact of NOEIP, Dr. Marjorie Dachowski, Associate Professor, Dillard University analyzed the available data to determine the degree to which the pre-kindergarten experiences of children enrolled in the NOEIP target schools were beneficial.[2]

The children who entered the pre-kindergarten program at Phillips School in the fall of 1968 were tested three times. The first time they were tested about one month after entering school. The second testing was done in May, 1969 and the third testing was done in September, 1969. The results are shown in Table 7.

TABLE 7

COMPARISON OF MEANS OF CHILDREN IN PHILLIPS PRE-KINDERGARTEN PROGRAM ON THE PRESCHOOL INVENTORY 1968-69

TESTING DATE	MEAN	MEAN SQUARE WITHIN	MEAN SQUARE BETWEEN	df	F	P
Sept. 1968	85.2	23	733	2/66	3.73	.05
May 1969	96.4	23				
Sept. 1969	92.0	23				

The data in Table 7 show that a one-way analysis of variance indicates that the mean scores on the test are significantly different for the three testing periods at

[2]A complete statement of the research is available from Dr. Marjorie Dachowski, Associate Professor, Dillard University, New Orleans, Louisiana.

the .05 level of probability. There is an eleven (11) point increase in score between May and the following September. These results certainly suggest that the program had some effect with little change occurring during the summer months. However, one must interpret this data with caution. A variety of other factors might have played a part as well, such as growing test sophistication, somewhat different testing conditions, outside of school experiences, etc. This data, however, does form a consistent pattern with the other data that is available.

The effects of pre-school experiences were also analyzed by examining achievement and intelligence measures of students with varying amounts of pre-school experiences.

The children who entered first grade in the fall of 1969 were given a full battery of tests. Among the children who entered first grade at this time were those who had had the opportunity for both the pre-kindergarten nursery school experience and kindergarten. A comparison of these children with children who had had only kindergarten experience and with children who had had no pre-first grade experience became possible. Since there had been some difference recorded in test scores between the two schools, the data from Nelson and Phillips were analyzed separately. A random sample of children who had had kindergarten experience only was selected from each school to be compared to all children who had complete data available and had had

pre-kindergarten plus kindergarten experience and a group of all children who had complete test data available, but had had neither pre-kindergarten nor kindergarten experience.

Tables 8, 9, 10 and 11 show mean scores for first graders with varying amounts of pre-school experiences on the California Test of Mental Maturity (CTMM) and on Metropolitan Readiness Test (MRT) and the F-ratios resulting from the application of Analysis of Variance tests of significance. A discussion of the tables follows Table 11.

TABLE 8

COMPARISON OF MEAN SCORES FOR FIRST GRADERS WITH VARYING PRE-SCHOOL EXPERIENCE ON CALIFORNIA TEST OF MENTAL MATURITY

	TOTAL SCORE Mean	N	LANGUAGE SCORE Mean	N	NON-LANGUAGE SCORE Mean	N
NELSON						
No Pre-School	74.7	15	72.7	15	78.7	15
Kindergarten	92.2	27	79.1	27	97.1	27
Kindergarten & Pre-School	107.5	25	95.5	25	112.9	25
PHILLIPS						
No Pre-School	85.5	30	82.6	30	89.7	30
Kindergarten	86.0	30	76.6	30	96.4	30
Kindergarten & Pre-School	104.7	28	98.9	28	106.4	28

TABLE 9

ANALYSIS OF VARIANCE OF TEST SCORES AT NELSON SCHOOL

	MEAN SQUARE	SOURCE	df	F	P
CTMM Total	5119.15	between group	2		
	360.09	within group	64	14.22	.01
CTMM Language	2938.75	between group	2		
	437.64	within group	64	6.71	.01
CTMM Non-Language	5570.6	between group	2		
	369.0	within group	64	15.10	.01
Metropolitan Readiness	2711.26	between group	2		
	236.4	within group	64	11.47	.01

TABLE 10

COMPARISON OF MEAN SCORES FOR FIRST GRADERS WITH VARYING PRE-SCHOOL EXPERIENCE ON METROPOLITAN READINESS TEST

	MEAN-RAW SCORE	PERCENTILE MEAN-EQUIVALENT	N
NELSON			
No Pre-School	31.8	12	16
Kindergarten Only	42.2	26	29
Kindergarten & Pre-School	55.5	51	22
PHILLIPS			
No Pre-School	37.4	19	36
Kindergarten Only	37.7	20	30
Kindergarten & Pre-School	47.9	36	31

TABLE 11

ANALYSIS OF VARIANCE OF TEST SCORES AT PHILLIPS SCHOOL

	MEAN SQUARE	SOURCE	df	F	P
CTMM Total	3416	between group	2		
	245	within group	85	13.94	.01
CTMM Language	3827	between group	2		
	230	within group	85	16.64	.01
CTMM Non-Language	2045	between group	2		
	338	within group	85	6.05	.01
Metropolitan Readiness	1139.02	between groups	2		
	223.29	within groups	94	5.10	.01

The analysis of the CTMM means from Nelson which are reported in Table 8 show a significant difference for all three groups on each part of the test. The difference between the children with both pre-kindergarten plus kindergarten and those with no pre-school experience was thirty-three (33) points for the total score on the CTMM with the children who had had just kindergarten about mid-way between the two groups. The same pattern is repeated on both the language and non-language subtests of the CTMM. It is interesting to note that the differences are considerably more marked on the non-language sub-tests than on the language test.

Analysis of the results of the MRT for the three groups at Nelson School reveal the same pattern (See Tables 10 and 11). The percentile equivalent for the three groups are 12, 26, and 51, a most significant difference. The Draw-a-Person Test which was also administered and scored according to directions included in the MRT Manual indicated no difference for the three groups.

The test data from the Nelson School yield a most consistent picture indicating that children who had had both pre-kindergarten experience plus kindergarten started first grade with consistently higher scores than children with only kindergarten experience or children with no pre-school experience at all. However, there is no way of knowing whether these differences are due to differences that would

have existed regardless of their pre-school experience or whether these differences are directly related to the programs provided by the school. There is also no objective behavioral data available on the performance of these children as they continued through first grade.

The test data available for first graders at Phillips School were analyzed in the same manner as the test data available at Nelson. However, the test results there were somewhat different. On the total score for the CTMM, there is a significant difference between those children who had had no pre-school experience and those children who had had pre-kindergarten and kindergarten. However, there was no difference between those who had had kindergarten only and those who had had neither experience. This seemed to be due to the fact that although the kindergarten group did somewhat between on the non-language part of the CTMM than did those who had had no pre-school experience, the kindergarten group actually had a lower mean score than the non-pre-school group on the non-language part of the test. It should be noted that those children who had had both pre-kindergarten and kindergarten experience at Phillips made very similar scores to those at Nelson. However, the children with pre-kindergarten or kindergarten experience seem to score much lower at Nelson than at Phillips. The reasons for this are not at all clear.

Comparison of test scores at Phillips for the three groups on the Metropolitan Readiness Test (See Table 10) indicate a similar pattern to that of the CTMM with very little difference between the kindergarten only and the no pre-school experience groups, but with the children having both kindergarten and pre-kindergarten experience showing a higher score. Again there is a difference in score patterns between Nelson and Phillips schools with the range of mean percentile equivalent scores at Nelson being 12 to 51 while that at Phillips was only 19 to 36. Again the reason for this is not clear. The Draw-a-Person Test administered at Phillips did not show any significant differences among the three groups.

The test data from Phillips school yield a less consistent picture of differences among the three groups of children. However, there does seem to be a significantly higher score on objective tests at the beginning of first grade for those children who had had both pre-kindergarten and kindergarten experiences. Again, there is no way of knowing whether these differences are due to differences directly related to their school experiences or whether they are differences that would have occurred regardless of the program.

The conclusions to be drawn about the effectiveness of the pre-kindergarten experience are of necessity limited. The test data suggest that it may indeed have made a

difference but lacking adequate controls or consistent testing data such a conclusion is at best suggested rather than proven.

Teacher Attitude Change

One of the objectives of NOEIP was to provide experiences for teachers which would result in more "positive" teacher attitudes toward children. To make an estimate of the degree to which this objective had been accomplished, a survey of teachers' attitudes was conducted in 1966 and again in 1969. This survey, which is reported in detail in the NOEIP Director's Fourth Annual Report, is reported here in abbreviated form.

The Minnesota Teacher Attitude Inventory (MTAI) was administered to all teachers and administrators of NOEIP. The tests were administered at the beginning of the project period, fall of 1966, and again in the spring of 1969. The purpose was to evaluate teacher attitude change as measured by these tests during the first two and one half years of the project. It was assumed that whatever changes accrued were the results of the project.

The MTAI is designed to measure the kinds of teacher attitudes which determine how well he gets along with pupils in interpersonal relationships. It is believed that a high score would be related to a teacher's ability to empathize with pupils and that the teacher-pupil relationship would be

characterized by mutual affection. This teacherwould like children and enjoy teaching. The classroom would radiate a social atmosphere of cooperative endeavor, interest in the work, and a permissive atmosphere as well as mutual respect for the feelings, rights and abilities of others.

The teacher who scores low, on the other hand, would be one who dominates the classroom. He may rule rigidly creating an atmosphere of tension, fear, and submission. Table 12 presents a summary of the MTAI data.

TABLE 12

Summary of MTAI Results

Pretest			Posttest		
Mean	%ile	SD	Mean	%ile	SD
41.1	30	38.6	47.4	38	32.4

Scores for both project schools were pooled and presented as one composite rather than separately. The scores must be interpreted not only on face value but with the normative comparison and the distribution (S.D.) in mind. Normative data are available for a number of separate groups, such as beginning elementary teachers, rural teachers, teachers with more than four years' training, secondary teachers, as well as various student groups. No normative table was directly appropriate for the sample of teachers

within the project area. However, the raw score mean was converted to percentile rank on the normative table for elementary teachers with more than four years of training.

With these limitations in mind the teachers of the NOEIP fell at the 30th percentile on pretest and two and one half years later they scored at the 38th percentile. This increase of eight percentile points is felt to be significant and attributed to the many facets of the project. Furthermore, it must be stated that these percentile scores are not significantly low, only about one half of a S.D. below the mean of the normative group. Consequently, teachers within the NOEIP as a group must be considered as average for whatever characteristics the MTAI measured, and movement was in a more positive direction.

The Allport-Vernon-Lindzey Study of Values was also administered to the NOEIP teachers. The purpose of the Study of Values is to evaluate the relative prominence of six basic interests or value systems in personality theory. Following is a brief description of each:

> Theoretical. This involves the pursuit of truth. Utility or beauty are of little importance. What is important is the intellectual, objective, and critical way of understanding and ordering the world.
>
> Economic. Utility is the key and this concept involves the practical, competitive way of thinking as well as the accumulation of tangible goods. Unapplied knowledge is a waste.
>
> Aesthetic. Interest is in form and harmony. Things are judged in terms of grace and symmetry. In a way this is opposed to the Theoretical.

Social. Love of people in an altruistic sense is basic. The nurturance of warm, friendly relationships with others is of utmost importance.

Political. Power and the ability to manipulate others is of importance here.

Religious. The focus is unity. A person high here seeks to comprehend the cosmos as a whole and attempts to relate himself to it.

Table 13 summarizes the pre- and post-test values of the teachers within the NOEIP.

TABLE 13

Summary of Study of Values Results

	Pretest	Posttest
Subscale	M	M
Theoretical	43.2	40.7
Economic	39.6	38.7
Aesthetic	42.4	41.6
Social	38.5	40.5
Political	40.2	35.3
Religious	39.4	37.9

In interpreting the data shown in Table 13, it should be remembered that 40 is an average score on all scales and that scores above 44 are considered to be high scores and those below 36 are low scores. The data in Table 13 show that the post-test means, in all but one instance, were lower than the pre-test means. In the NOEIP Director's

Fourth Annual Report, the data shown in Table 13 were given the following interpretation:

> It is most interesting to relate the decrease in Theoretical (critical-objective) value and the decrease in Political (manipulation and power striving) with the increase in the MTAI, or an increase in understanding or empathy for children. The movement appears to be in a positive direction. Also, there was a decrease in the California F-Scale score, indicating less authoritarian dogmatism. Although none of the changes is significant from a statistical point of view, all point to more understanding, empathy, and care for others and less concern for a critical, manipulative, authoritarian way of relating with people.

Summer Program Evaluations

In the summer of 1966, an eight-week inservice training program was initiated. The program was organized on a workshop basis, including group work, individual differences, demonstrations, tours, and the use and production of instructional aids and materials. At the end of the program teachers were asked to evaluate or to give their reactions to the program, as a bases for effective planning of future programs. (See Appendix B for representative reactions to the 1966 summer program).

It was found that the most valuable phases of the program were the demonstrations, field trips, and workshops or seminars in which the teachers were most actively involved. The guest speakers stimulated thought and were rated as "helpful", but according to the teachers, there was need for more follow-up on the lectures, especially those which related to children and those dealing with the

ungraded classroom. The teachers enjoyed the classes conducted by the consultants in art, communication skills, music and physical education.

The summer program for 1967 was similar to the 1966 program but differed in that there was greater emphasis placed on dance, creative dramatics, child study, mathematics, and science. During the summer of 1967, teachers were also provided the inservice training experiences of working with small groups of children who needed remedial work in language arts and/or mathematics. The participating teachers were asked to evaluate the program. Appendix C consists of the Program Director's evaluation of the 1967 program and contains representative teacher reactions.

The 1968 summer program was very similar to that of 1967. New seminars in children's theater, audio-visual media, and visual-perceptual training were added. The comments on the effectiveness of the program were very similar to those made about the previous summer programs. Most of the statements made by the teachers and consultants regarding the effectiveness of the program were complimentary and seem to point out that, in terms of over-all teacher growth, the program was quite successful.

The 1969 summer program differed greatly from the previous summer programs. This summer's program consisted of the teachers being allowed to work daily with groups of youngsters under the observation and supervision of consultants. It appeared that the teachers felt that this type

of "on-the-job" learning experiences were more effective than the didactic classroom experiences of the previous summer programs. When asked to evaluate the program, the teachers stated such things as: "it was challenging," "a unique learning situation," "informal and creative," and "very profitable."

As a method of assessing the NOEIP summer in-service training programs, teachers' responses to a questionnaire were analyzed. The results of these analyses, which are reported in detail in the Directors' annual reports, indicated such things as: 1) the teachers agreed unanimously that the summer programs contributed significantly to their professional growth, 2) 95% of the teachers stated that the summer programs were directly related to the instructional programs in which they were involved during the school year, and 3) all participating teachers reported that they had learned about teaching techniques which they could use in their own classrooms. Overall, the teachers' responses strongly suggested that they believe that the summer programs were invaluable training experiences.

In-Service Teacher Education Programs

In addition to the In-Service training programs conducted during the summers, consultative services were provided to the target schools during each academic year. Teachers, either in small groups or as individuals, conferred with the consultants. However, many times consul-

tants. However, many times consultants representing particular disciplines could not be provided by the cooperating universities to the target schools. Nevertheless, Dr. Violet Richards, Division of Education Chairman, Dillard University, in her evaluation of the In-Service Teacher Education Programs states that "there seemed to be a concensus among the teachers that consultants were helpful in initiating change in procedures, methods, programs, and during the regular school sessions...." She also states that, "according to the consultants there was a definite change in . . . . initiating new programs and . . . . more enthusiasm on the part of teachers for . . . . getting children to enjoy learning and teaching them how to learn."[3]

Pre-Service Teacher Training Programs

The main purpose of the pre-service program was to discover what changes needed to be made in the University program to prepare more adequately prospective teachers for disadvantaged children. The following experiences were provided for each year of the project.

1. In the regular sessions, one-third of the elementary school student teachers were assigned to the project schools. They participated in all aspects of the innovative programs. They made use of all types of instructional media, and took part in parental meetings.

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[3]The complete statement of evaluation is available from Dr. Richards.

2. All students enrolled in the junior year of the program were sent to the schools to observe the children, the reading program, and the organization of the schools. In addition, they served as student aides in the classroom, on the playground and in the cafeteria. They were required to spend ninety clock hours in these experiences. During the second semester they volunteered their services as student aides.

3. For three summers, students served in the program more as teacher aides than as student aides.

4. Students participated in the initial research relating to the home and community, and at the close of the project they conducted interviews with parents concerning their attitudes toward the project. Two served as research assistants in the area of perception. Several were engaged in verifying and assigning code numbers for children in the project, and in recording test results on IBM sheets for automatic card punching.

At certain intervals, students wer asked to give their opinion as to the value of these experiences. On one such interval July, 1969, students who served as student aides were asked to give their reaction to their role, and to the value of such experiences had they been provided from the time they professed an interest in teaching and continuing through their college career. Typical of their responses are the following:

1. "I feel that serving as a student aide from the time I had declared my major and throughout my college career would have been both a rewarding and beneficial experience for me. My experiences this summer have made me more confident of my future as a teacher. The children and the classroom situations have increased my knowledge as to what teaching is really all about. Furthermore, I have benefitted much more from this program than I probably ever will from a book."

2. "Along with junior and senior observations and student teaching, I think that such a program would add more valuable experiences in the classroom. During the Freshman and Sophomore years of college the early exposure to the classroom would be helpful since actual experiences in real classroom situations do not occur until one's junior year. From experiences this early exposure does help when one goes for junior observations."

3. "All students in education should have this experience working as student aides because it will give the students a direct chance to discover and explore the atmosphere of a classroom. It will help students to understand the aims and goals of education, the role of the teacher, the child, and the school program in general. To conclude, I think all students should be given this chance to decide whether or not education is their career choice or just some form of escape."

4. "I feel that it would be a great advantage to a student to serve as a student aide from the time he declares his major in college. It would provide a great deal of experience which is so badly needed upon entering the classroom."

At the beginning of the third year of the project, Dillard University initiated a new freshman program which included a four-week inter-term period. On the basis of what students said about the value of first-hand experiences in the project schools, the Division of Education planned an inter-term project for those students who had expressed an interest in teaching in the elementary schools. The purposes of this experience were: to help the student to determine his interest in and qualifications for teaching as a profession; to give him some idea of the role of the teacher; to acquaint him with the organization and administration of the school; and to point out to him the individual differences that exist among children. A portion

of the time was spent on campus in seminars with the faculty of the Division of Education who attempted to aid students in discovering answers to questions regarding the school and the role of the teacher. In addition, the faculty pointed out the kind of training needed in order to be prepared to teach deprived children. Of the twenty-eight enrolled in the first group (January, 1969) twenty-seven decided to select teaching at the elementary level as their career. This experience was repeated in 1970 and is now a definite part of the teacher education program not only for the prospective elementary school teacher, but for those who think they want to teach on the secondary level. Plans are now in process for including professional laboratory experiences for students in their sophomore year of college training.

The need for including more study of the disadvantaged child was immediately recognized as the results of student participation in the Education Improvement Project. All education courses now include more study in this area, especially the course, Child Psychology. More experiences are provided for students to work with disadvantaged children. A course, Education 314, The Disadvantaged Child, is now included in the curriculum. The course is an elective, and for the past three years, students majoring in other fields (especially Psychology and Sociology) have also taken the course. A description of the course follows:

314: THE DISADVANTAGED CHILD
A study of the disadvantaged or educationally deprived child, his family and culture, in an effort to develop new approaches for teaching

> this child. An attempt to develop an understanding of his attitudes toward education, the school and toward teachers. Emphasis is placed upon the need for corrective action in the school. Supervised field work with disadvantaged children is required. Open to Juniors with consent of instructor. Three credit hours.

The program has also made the University aware of the need for working more closely with those teachers to whom students are assigned for professional laboratory experiences. Only since the beginning of the Project has the University had an opportunity to have an appreciable influence over these teachers. As a result, they have permitted students a great deal of freedom in the classroom and have invited them to try newer procedures. The classroom in the Project schools became a learning laboratory for student teachers. Classroom teachers became interested in campus seminars for the student teachers and thus were more conscious of their role as cooperating teachers. The feedback from the cooperating teachers to the student regarding classroom procedures was more frequent; thus giving the student more opportunity to analyze his strengths and weaknesses and to discover ways of handling similar situations.

NOEIP Director's Evaluations

In each of the Director's annual reports, the Director has offered qualitative statements concerning his observations and perceptions of the degree to which the project was successful. The following abridged statements, taken

from the NOEIP Fourth Annual Report, generally reflect the observations made by the Directors in their statements submitted to the Ford Foundation.

Music Program. The pupils and the teachers developed a keener interest in music especially in symphonies and classical music. Pupils began to hum melodies that were strange to them before. Anxiety to participate in music programs and to be instructed on various instruments grew higher. Pupils and teachers began to use the language of music in their everyday vocabularies. This program has not been statistically researched; however, observationally the objectives are being achieved.

Art Program. Teachers who previously avoided the art program with classes have begun to correlate art with the academic disciplines. The appearances of classrooms show greater emphasis on arrangements, colors, balances. Pupils use their free time "creating" with clay, papier mache, string, paper and other media. The general appearance of the pupils themselves has improved, such as clashing colors in dress are avoided, descriptions of things observed are more detailed. Exhibits of pupils' art work can be found in the schools and one a small scale in some homes. Although these evaluations are based on observation, they are clear indicators of achievement of the Art Program objectives.

Interpretative Dance and Creative Dramatics. A marked increase in verbal ability in some pupils and a heightening of interest in the schools' activities of the more or less non-verbal pupils indicates accomplishment of objectives. The accomplishment of the objectives of the overall cultural arts program led to the organization and implementation of a program unique to the NOEIP called Allied Communication Arts (ACA). Although the program was well organized and carefully implemented, the objectives were not fully accomplished due to administrative and teacher attitudes towards continuing the traditional reading methods.

Parent Involvement. The visiting teachers of the two NOEIP Schools serve as Community-School Liaison persons. With the assistance of a parent group, the administration and the teachers, the meetings are very well organized, exceptionally well attended and executed. Evaluation sheets used at each meeting and the oral evaluations given by participants indicate that

the objectives of the Parent Involvement aspect of the NOEIP are being met.

Language Arts Program. The objectives of the Language Arts Program are being achieved with varying degrees of success. Administrative and teacher attitudes linked with school organizational practices have served as deterrents in some instances. However, a review of the evaluative data available indicates positive and negative successes. Positive success in programs where children have made very significant gains. Negative success in programs which have been correctly implemented, researched and found to have made no significant difference in pupil behavior and performance. Though negative, the success is realized in that the results are usable by researchers in other projects and educational organizations.

AAA Science Program. The first year's Science program was quite successful. The complete success may be attributed to the close supervision of the Southwest Educational Development Laboratory and Tulane University. However, the program has been expaned from two classes at each grade level to all classes from the kindergartens through fourth grades. The enhanced behaviors of teachers and the obvious heightening of pupils' levels of achievement indicate the successful achievement of the expressed objectives. Teachers report that pupils have begun to transfer methods of inquiry and discovery into other academic disciplines.

Kinesiology. This instructional program has been quite successful. Pupils enjoy the activities very much and have begun to show skills in body movements which result from actually thinking through a situation before performing. Skills in movement and in thoughtful responses in activities, especially team sports, show definite improvement. Also of importance is the improvement in the attitudes of teachers toward the teaching of physical activities. Consultants worked directly with teachers to improve their know-how. The objectives of this program are being achieved with a high degree of success.

Information Dissemination

Dissemination of information concerning the NOEIP appears to have been extensive in that the program was described through a variety of media. This communication

process was also extensive in that a large number of individuals and agencies from all areas of the United States were provided with information about the project. More specifically, information about the program was disseminated through media and techniques such as:

1) Presenting papers at local, regional, and national meetings of associations of teachers, administrators, reading specialists, and supervisors.

2) Conducting on-sight visits for educators, journalists, university students, and other interested individuals representing a variety of agencies throughout the United States.

3) Hosting conferences for regional educators.

4) Providing information to radio and television stations and newspapers which resulted in a number of newspaper articles, radio and television news reports, and articles in publications, such as Instructor Magazine, Appalachian Advance Journal, Louisiana Teachers Education Journal, and the Dixie Roto Section of the Times-Picayune.

5) Periodically publishing and distributing descriptive brochures such as Extensions, Community Involvement, EIP Express, Elementary Kinesiology, and Cultural Activities.

The dissemination of information appeared to be thorough in that all the available media were used and the information reached a large number of interested individuals and agencies. The nature of NOEIP seemed to have been well publicized in that thousands of requests for information about the project were received by the Director.

Summary of the Evaluation of the NOEIP

In order to evaluate the effectiveness of the New Orleans Education Improvement Project several kinds of

information were obtained. The information consisted of achievement and intelligence test results, opinions of teachers, school administrators, consultants and parents, qualitative statements from evaluation teams in the two target schools, and other narrative reports submitted by individuals who had been involved with the conduct of the project. The information was generally qualitative rather than quantitative but appeared to be sufficiently objective to be used in drawing conclusions about the effectiveness of NOEIP.

In response to the questionnaires, teachers who had participated in the project indicated that NOEIP had been quite successful in meeting its objectives. More specifically, the teachers responded that NOEIP had been especially effective in encouraging teacher creativity and experimentation, developing each pupil's capacity to learn, and in providing an atmosphere in which children were free to communicate. However, the teachers responded that NOEIP, while effective, was relatively less effective in assisting teachers in critically examining some of their teaching techniques, and in establishing a close relationship between school and home. The teachers also stated that NOEIP had been instrumental in initiating new teaching methods and in increasing the academic performance of students, but believed that the research efforts of NOEIP and the cooperation of the Orleans Parish School System were less than adequate.

The assessment of parent attitudes toward the project show that the parents of children attending both Nelson and Phillips schools viewed the children's experiences in a positive way. Although the assessment suggested that the positive responses of the parents may have been masked with some unconcern with the educational progress of the children, they offered few criticisms of the schools or of the programs and stated that they felt the project had been helpful.

At the request of the project director, evaluation teams from each of the two schools submitted statements concerning the effectiveness of NOEIP. The Edward H. Phillips Elementary School team's report indicated that, as a result of NOEIP, the school personnel had been able to increase the number of cultural activities provided for the students, improve parental and community involvement and to develop an effective language arts. The team from the Medard H. Nelson School reported that NOEIP had been invaluable in developing a wealth of instructional materials and innovations, needed personnel, an efficient language arts program, and the like. Further, the team stated that the project developed stronger ties between the school, home and community.

The data relevant to average daily attendance in the two target schools and in similar nearby schools revealed that the average daily attendance in these schools did not differ. It appears that NOEIP had little, if any, impact upon school attendance.

Data resulting from the 1966-67 Achievement and Intelligence Testing Programs show that gains made in achievement and intelligence test scores by students in grades 1, 3, and 5 in the target schools were statistically significant. Such data also revealed that the special reading programs initiated through NOEIP produced significantly higher scores on standardized measures of reading ability. A consultant, engaged by NOEIP for the purpose of assessing some of the early results of the project, analyzed achievement and intelligence test scores and concluded: "The children, as a direct result of the project, have had their intellectual abilities remarkably enhanced...the early results of the NOEIP indicate marked success."

Analysis of available test scores relevant to school achievement also indicate that those children who had engaged in either NOEIP sponsored pre-kindergarten or kindergarten experiences achieved at a significantly higher level in the elementary grades then did those children who had not been provided with such experiences.

In order to make an estimate of the degree to which the NOEIP objective of assisting teachers to develop more positive attitudes toward children was met, a survey of such teacher attitudes was conducted. The survey revealed that during a $2\frac{1}{2}$ week period, the teachers developed a significantly more positive attitude toward children. A major conclusion resulting from the survey was that "(the data) all point to more understanding, empathy, and care for

others..."

The four summer in-service teacher education programs were seen by teachers as contributing significantly to their professional growth, directly influencing the instructional program in their school, and in proving their teaching techniques. The academic year in-service teacher education programs were seen by almost all of the teachers in the participating schools as helpful in initiating change in teaching procedures and methods and in the curriculum. The pre-service teacher training program (a field work-centered approach of training teachers) was judged by participants and consultants as being the most appropriate kind of training needed in order to be prepared to teach "deprived" children. This approach was judged to be considerably better than that formerly used by the universities participating in the project and, as a result, became a definite part of the teacher education programs at the different universities.

During each year of the project, the director of NOEIP submitted an annual report to the Ford Foundation. The examination of these reports show that the director felt the objectives of the project were being at least reasonably well met, particularly in the areas of language arts, science, art, music and kinesiology. The director's reports also indicated that he was pleased with the degree of parental involvement in the target schools.

Dissemination of information concerning NOEIP appears to have been extensive and thorough. Information was provided to interested individuals and agencies by means of conferences, newsletters, a quarterly journal, newspaper articles, articles in professionql journals, and direct requests made to the NOEIP director.

In summary, the available data and the opinions of the participants strongly suggest that the New Orleans Education Improvement Project was successful and to a relatively large degree achieved its purposes. It appears that the project was instrumental in inproving the educational opportunities for underprivileged children, primarily Negroes in the St. Bernard Housing Project area in the City of New Orleans. The available information indicates that NOEIP was an efficient method of enhancing the teaching-learning processes, assisting teachers to develop innovative approaches to education, increasing students' achievement, providing sound teacher in-service training, improving school-community relations, and the like. The data and the participants' evaluative statements lead to the conclusion that NOEIP served as a beneficial "agent of change" which provided the impetus for positive growth and change and that such growth probably would not have occurred without NOEIP sponsorship.

APPENDIX A

APPENDIX A

REPRESENTATIVE TEACHER COMMENTS TO THE QUESTION: WHAT DO YOU FEEL WAS THE SINGLE GREATEST BENEFIT DERIVED FROM NOEIP?

"I feel that innovations in the teaching-learning process with audio-visual materials was the single greatest benefit derived from N.O.E.I.P."

"Interventions introduced which permitted teachers to change their style of teaching."

"The N.O.E.I.P did a splendid job in assisting teachers in planning, implementing, and evaluating new instructional approaches."

"The greatest benefits of the program are we have been able to challenge the average and above average pupils with the programs of interest. We have also been able to raise the level of slower pupils to a degree, not totally, as there are many factors involved with our slower pupils over which we have no control."

"Many opportunities were provided for teachers to become knowledgeable of the various materials and methods that can be used to enhance learning. There were many profitable workshops conducted in this area."

"N.O.E.I.P made it possible for both teachers and pupils to become aware of and use some of the many materials, equipment, and programs of instruction being used in classrooms today. I think that this helped to broaden the mind of both pupils and teachers."

"The single greatest benefit derived from N.O.E.I.P was that of new teaching techniques being used in the curriculum. These techniques proved to be a challenge to the teachers as well as an increase in the performance of pupil achievement."

"Teachers were given opportunities to diagnose group and individual learning needs and were provided with instructional materials which helped to raise the achievement level of pupils."

"The pupils were all able to enjoy some academic success by being placed in a program suited to their needs and ability."

"Incorporate into curriculum experimental innovations designed to enrich the teaching-learning process."

"The opportunity to teach in a more ideal situation mainly with good equipment, correct number of children with a teacher aide, the freedom to teach in a more creative, experiemtnal way with a one-to-one teacher to child oriented approach. I found or felt that the atmosphere of the school and the attitude of the principal made these possible."

"The single greatest benefit derived from the M.O.E.I.P. was that of the introduction and adaptability of the numerous machines. The media specialist and his assistants added greatly to the development of this program."

"Implementation of innovative materials, activities such as professional trips, field trips, and enrichment activities, audio-visual aids and instructional programs."

"Provided opportunities for involvement, participation, and dialogue to realize curricular objective number 5, which was to expand and diffuse leadership throughout the community."

"The exposure of teachers to a variety of innovations, the immediate availability of many kinds of media and how to use the same, the personal contact with other persons in the field of education, field trips for pupils and teachers."

REPRESENTATIVE TEACHER RESPONSES TO THE QUESTION: WHAT DO YOU FEEL WAS THE GREATEST FAILURE OF THE N.O.E.I.P.?

"A lack of teacher aides in upper grades."

"I feel that its greatest failure was not getting refunded. On a whole the program was a tremendous one. It will have far-reaching consequences."

"The program was too limited to follow and or evaluate the children's progress from the first grade through sixth grade so that a comparative analysis could have been made with children of equal ability prior to inception of the program."

"The greatest failure was the decrease in the allotment of money to continue the enlightening field trips for pupils and teachers."

"I can't name any single failure."

"The greatest failure of the program would be to have nothing done for those pupils who are found to be in need of special education (vocational training)."

"I think that its greatest failure is the fact that it could not continue for a longer period of time."

"To my knowledge there were not any control and experimental groups used to test the projected results of various programs of instruction."

"A lack of provision for those pupils who were found to be in need of special training."

"I don't feel there was a failure, but that it could have provided special classes for special students."

"Little or no change in curricular approaches--to better utilize teacher creativity and abilities in specific subject matter areas."

"The drastic decline in personnel assistants."

"The greatest failure to me was not continuing the program as we began. Example: Teachers' aides in each room."

"The gradual lessening of facilities after the second year of program -- textbooks, release teachers, working supplies, etc.

"Much teacher initiative was blocked by autocratic principals."

"More parent participation, involvement, needed."

"The greatest failure was that of not giving teachers enough time for planning together."

"Too many tests were administered."

"There was not enough follow-through with many of the programs that were started."

"I feel that we have not been able to gain the full understanding and cooperation desired between the school and the community."

"The segment of failure was that there was no design to re-educate parents as to their responsiblities in the role of educating their young. We had workshops but our hard-core parents were not reached."

"The utilization of additional personnel such as reading consultant, counselor, speech teachers, and release teachers."

REPRESENTATIVE RESPONSES OF TEACHERS GIVEN TO THE QUESTION: IF N.O.E.I.P. WERE TO CONTINUE, WHAT WOULD YOU SUGGEST BE ADDED, DELETED, OR ALTERED?

"I would suggest that teachers be given more time to plan activities which would benefit students."

"I would suggest that we add more opportunities for group interactions concerning curriculum materials being employed and more time allowed for professional growth of faculties involved."

"No comment."

"If N.O.E.I.P. were to continue, I would like to have an art teacher stationed in each school."

"I would suggest that we be given free time for planning as was planned at the beginning of the project."

"Parent involvement during the summer months."

"I would like to see it extended to include a junior and senior high school."

"Special education classes."

"I would suggest that it provide a special teacher for the many special pupils we must work with."

"That trained personnel stay with the program until its termination -- as far as possible. That a cut-off period for transfer pupils be established through some means with the central office."

"Teachers should be given a chance to fail, if need be, with an innovative program with reprisal."

"Provision for some type of program which would improve attitudes."

"Availability of aides."

"Added personnel to help implement curricular modifications and change. Deleted -- reading speech personnel. Altered -- means of acquiring permission for teacher involvement and participation -- receiving grants, fellowships, etc. -- be channeled through other personnel than that of the principal."

"More consultation with teachers on discipline problems."

"Written agreement with principal to relinquish responsibility for instruction to the director of the project and the faculty, giving her only one-third or less vote on decisions concerning instruction. Generous supply of materials requested by the teacher for use in the classroom. A center for reproducing articles written by children -- ditto material, etc. clerical aid"

"More individualized help for pupils, with consultants, especially in reading, more time for teachers to plan in groups, monies appropriated for teacher studies."

"Provisions should be made for children with special needs, particularly the emotionally disturbed and socially maladjusted ones."

"I feel that parents should be included in workshops and other training sessions."

"If the program were to continue, I would suggest a 7:30 breakfast hour for children who needed breakfast. The candy-buying in the a.m. is an indication of hunger. Secondly, I would suggest that an adult education program be held in the school two nights a week. Thirdly, home visitation by the nurse to work with health problems as poor health of parents and children can result in poor attendance and progress. The nurse could also assist in menu-planning programs in the home.

"If N.O.E.I.P. were to continue, I would suggest that all people not willing to become involved in new innovations and programs be removed from the project."

REPRESENTATIVE RESPONSES GIVEN BY TEACHERS TO THE REQUEST TO COMMENT ON THE GENERAL HELPFULNESS OF THE PROJECT'S CONSULTANTS

"Very helpful -- many consultants were able to take care of many problems teachers were not trained for."

"The consultants were a tremendous help to the teachers. They helped in increasing the scope of various subjects."

"The services were minimized. Only a small percentage of teachers benefited by the consultants."

"Social studies consultants receive a grade of B. All others are to be graded C or D."

"Consultants complemented the teachers in many areas. The kinds of services rendered enabled teachers to strengthen their weaknesses."

"The project consultants were most helpful but were not at our disposal enough."

"The consultants have provided invaluable service in their particular fields. I feel now more knowledgeable to work with my pupils."

"The consultants were very helpful. They supplied ideas and materials whenever needed."

"The consultants gave a working knowledge of various curricular approaches, their effectiveness and limitations. The consultants' enthusiasm and interest were inspirational."

"The project's consultants were very helpful to the teachers. I have found their services to be of great benefit."

"They made a great contribution to the success of the program."

"As a whole, the consultants were of great help in many cases.

REPRESENTATIVE COMMENTS MADE BY TEACHERS TO THE PROJECT'S IMPACT ON THE INSTRUCTIONAL AREAS OF SCIENCE, MATHEMATICS, READING AND LANGUAGE ARTS, MUSIC, ART, AND CORRECTIVE SPEECH

"The reading consultant came when requested to do so. The speech consultant did not follow through with all pupils referred. The project needed full-time music, science, and physical education teachers."

"The project would have benefited if there had been remedial reading summer programs and more remedial reading aides for teachers. One of the failures of the program was the lack of personnel such as reading consultants, speech teachers."

The reading consultant was helpful in whatever way she could be. My room was full of pupils who needed help, but they received no help."

I think that a failure of the program was the switching of children from one reading program to anothers."

"We received excellent services from physical education teachers and consultants."

"The physical education program was excellent for these children."

"During the project the pupils' ability should have been matched with the reading program rather than matching their ability with the grade level or with the number of years they had been in school. Also, the reading program was not consistent with the pupils' abilities."

"The reading consultants were very helpful to me, especially the reading consultant made available at the school."

"I suggest that teachers be provided with specialists in art, music, and physical education."

"I felt that more assistance in the area of reading could have been given."

"The reading consultant assisted me with solving remedial reading problems which I had not anticipated. Many teachers in the project are lacking in art ability and an art teacher stationed in each school would have been very helpful."

Other Comments Made by Teachers

"The audio-visual material was a great benefit to me."

"Iwould like to see an extension and follow-up of the program."

"I am deeply grateful for having had an opportunity to grow professionally, as I feel I have, in these past five years."

"The program as a whole gave the teachers more materials, advice and general help than one ordinarily gets in a public school."

"A good program, but it ran out of money too soon."

"Our present director should have been chosen director at the beginning of this project. I also feel that participation in this project added so much in terms of experience and training for me. This project was the greatest thing that happened to me in teaching."

"A program of this magnitude should be continued so that more research and evaluation can be provided to improve the educational opportunities for all children."

The program was quite an experience for me and richly rewarding. Wish the program could be refunded through some other grant. A lot of good talent and training may be lost as a result of the termination of the project."

I think the program should continue. To better those things that were more or less a failure of below average."

"Due to the fact that I've only been here a few months, I consider myself unable to comment on any phase of the project."

"I wish it could continue for another four years. I feel as a teacher, I have gained a greater insight into providing for the individual child rather than the group."

APPENDIX B

Appendix B

Representative Reactions to the 1966 Summer Program

Art: "The excitement of learning to draw and paint by watching television, not only helped to destroy the teachers' fear of their limitations in art, but also gave each participant the joy of successful accomplishment. This experiment also heightened the adventure of learning as it is related to the area of problem-solving." - - - The Consultant

"With television, then, we overcame the timidity of self-expression; our next step was to rediscover the creative possibilities of everyday materials such as vegetables, starch, aluminum foil, tissue paper, old magazines and torn paper. We also learned new uses for tempera paint, chalks, construction paper and crayons. Each of us assumed the role of an artist. Individual discoveries were made as the entire group accepted the adventure of free-expression." - - - A Teacher

"The summer was a successful one; we feel that each person discovered himself as a more creative person and a much 'stronger' teacher." - - A Teacher

"The program had one weakness. With no movie equipment, the teachers could not relate the use of on-the-spot 'shooting' to our techniques of evaluation. With classroom movies and a stop-action projection, we could have done a much more complete job in identifying the creative act as it appears in the process of learning."- - A Consultant

"In this first step we may have found the key to this very serious problem of helping our children in crowded neighborhoods, not only to 'catch up", but also to move ahead toward a sense of greater responsibility and leadership." - - - A Teacher

Music: "The teachers' enthusiasm was a rewarding experience and reflected a feeling of accomplishment. They anticipate the coming year with less fear of teaching classroom music." - - - The Consultant

"We learned that music can be combined with and can highlight other areas of study as a pleasant change to relax students." - - - A Teacher

"Music can be used as a stimulant to enliven a weary class." - - - A Teacher

Physical Education:

"Newer approaches were learned to the teaching of physical education by the classroom teacher." - - - The Consultant

"Physical Education classes should be conducted by a special teacher in that area, especially for 4th, 5th, and 6th graders." - - - A Teacher

"We learned new plays and games that can be used in the kindergarten and first grades - good exercise, too." - - - A teacher

"I see the need for organized physical activity during the school day." - - - A Teacher

Communication Skills:

"Learned newer methods of teaching reading in all grades." - - - A Teacher

"Learned more about teaching the communication skills as they are related to each other." - - - A Teacher

"Demonstrations of newer methods of teaching reading were most helpful. Plan to use some of them in my classroom." - - - A teacher

APPENDIX C

APPENDIX C

The 1967 Summer Program Director's Evaluation

1. The facets of the program which involved children and were adequately carried out were recreation, creative arts, and enrichment.

2. Too little time was given for work with children in the area of remediation.

3. Classroom work with children was too frequently interrupted.

4. Each teacher indicated that his over-all growth in learning was what he expected.

5. The seminars were geared to meet the needs and interest of the teachers.

6. The content of the seminars was directly related to the programs in which teachers would be involved during the school year.

7. Too little time was devoted to self-directed activities for teachers.

An over-all evaluation of teacher growth by the ten consultants who took part in the summer program is given below.

1. Nine consultants indicated that the teachers were interested and eager to learn.

2. If out-of-class assignments were given, the teachers completed the same.

3. All ten consultants indicated that in terms of over-all growth, the teachers made the anticipated gains.

Comments: "I have never worked with a group that made so great a 'break through' in so little time."

"Much depends upon the willingness of the principals to accept controlled experimentation."

4. More specific evaluations of teacher growth revealed the following:

   Nine consultants rated the teachers' attitudes toward new approaches and materials as "excellent" and one consultant noted their attitudes as "good".

   Seven of the consultants indicated that the teachers had developed further their ability to provide appropriate learning sequences for pupils and to diagnose group and individual learning needs. (Excellent-3, Good-4)

   Nine consultants rated the teachers either "excellent" (4) or "good" (5) in their ability to use a variety of teaching styles and materials.

Comments and criticisms by the consultants concerning the over-all summer program yielded the following:

1. The principals should be involved in the early sessions with a group, in order to understand the full implications of the work the teachers will be doing with their children.

2. The mathematical level of all teachers could be raised by released-time inservice programs during the regular school sessions.

3. More official cooperation is needed from the principals.

4. Four weeks are too short for the kinds of development we are seeking.

One evaluation by the consultant in charge of the Child Development Seminar pointed out the need for further study in this area. A quote from the evaluation follows:

"In four weeks' time it is difficult to evaluate change in basic attitudes and no attempt was made to do so. Participation by teachers was excellent and indicated considerable involvement on their part in the seminars. On the last day of class the teachers initiated and actively worked together to develop a series of recommendations which they felt would improve classroom

teaching, and the effectiveness of the teacher to deal with the individual learning problems of their students in the classroom. The teachers checked out a number of books from the reading shelf and requested that a similar reading shelf be set up and made available to them during the school year in each year."

"Although the teachers do understand the concepts of reinforcement theory, they never became facile enough with the concepts to use them effectively in analyzing case studies. More time could undoubtedly be needed to accomplish this. There was also considerable resistance to dealing with some of the important sociological factors involved in teacher-student and teacher-parent relationships."